

California
Commission on Teacher Credentialing

Meeting of
December 4-5, 2002

AGENDA ITEM NUMBER: **PREP - 3**

COMMITTEE: **Preparation Standards**

TITLE: **Accreditation Activities Workplan Proposal**

 X **Action**

 Information

 Report

Strategic Plan Goal(s):

Goal 1: **Promote educational excellence through the preparation and certification of professional educators**

- Sustain high quality standards for the preparation of professional educators
- Assess and monitor the efficacy of the Accreditation System, Examination System and State and Federal Funded Programs

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Accreditation Activities Workplan Proposal

Professional Services Division

December 5, 2002

Executive Summary

This agenda report discusses the impact of implementation of the SB 2042 standards upon institutions and program reviewers. A plan is presented to focus accreditation activities on the implementation of new program standards.

Fiscal Impact Analysis

The expenses of the accreditation system are supported by the base budget of the Commission.

Recommendation

Staff recommends that the Commission focus accreditation activities for the next two years on initial program accreditation reviews to implement the SB 2042 standards.

Accreditation Activities Workplan Proposal

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Background

The California Commission on Teacher Credentialing has over the past 14 months adopted five sets of standards for the major reform of teacher preparation pursuant to SB 2042. In adopting the standards, the Commission also adopted an ambitious implementation timeline in order to have the reforms in place at the earliest date possible. Teacher preparation sponsors in the state have undertaken these reforms with enthusiasm and are devoting considerable efforts to revise programs and meet the new standards. Thirty institutions or school districts were early adopters of the standards and submitted program proposals in April 2002. The remainder of the program sponsors applied for one of the six subsequent submission windows. All programs for the multiple and single subject credentials and for elementary subject matter will have been reviewed for initial program accreditation by December 2003. Last month, the Commission adopted the implementation timeline for the Teaching Performance Assessment, a significant feature of the SB 2042 reform. Implementation of all of these reforms requires considerable effort on the part of program sponsors and Commission staff. Review of the SB 2042 program proposals also requires the assistance of a large number of trained reviewers to evaluate the adequacy of responses to the new standards.

Program representatives have testified before the Commission of their support of the SB 2042 reforms, while at the same time recognizing the impact of the implementation schedule on the human and material resources of the program sponsors. Faculty members and administrators are embracing the new standards, but are experiencing the challenge of meeting the time and energy demands necessary to develop revised programs while simultaneously continuing ongoing responsibilities. In addition, many institutions are also submitting revised preparation programs based upon the new standards for pupil personnel services credentials and are anticipating new standards for administrative services credentials in the near future.

In light of all of these implementation efforts, the Commission could create some measure of relief for program sponsors by allowing them to devote their efforts to preparing for initial accreditation of these new programs and to postpone efforts related to the continuing accreditation of their institutions. For both the 2001-2002 and the 2002-2003 accreditation cycles, the accreditation activities could be focused on initial program accreditation. This would allow both the institutions and Commission staff to devote full effort to an effective transition under SB 2042 standards.

In addition, the Commission will soon receive the final report of the three-year evaluation of the *Accreditation Framework*. This focusing of efforts on initial program accreditation rather than continuing accreditation would provide the time needed for the Commission and the Committee on Accreditation to consider carefully the findings of the evaluation study and to make appropriate modifications in the accreditation system. Furthermore, the Commission and

institutions are awaiting word on the impact of the implementation of the *No Child Left Behind Act* (NCLB) and its effect on programs.

Some institutions have chosen voluntarily to seek or maintain accreditation by the National Council for Accreditation of Teacher Education (NCATE). California is one of the partnership states with NCATE and there are specific protocols that must be followed if an institution is to gain NCATE accreditation. All NCATE visits in California are merged and require state and national team members to work together evaluating the institution and all of its programs. Therefore, all NCATE merged visits would be held under the partnership protocol.

Following are the institutions/programs currently scheduled for continuing accreditation site visits during the 2002-2003 year.

2002-2003 Accreditation Cycle

Fall 2002 Visits (Already Completed)

Merged COA/NCATE Visit

Nov. 16-20, 2002	California State University, Northridge
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Non-NCATE Visits

Nov. 3-6, 2002	University of Southern California
Nov. 12-14, 2002	San Joaquin County Office of Education

Spring 2003 Visits

Merged COA/NCATE Visits

March 15-19, 2003	San Jose State University
March 22-26, 2003	Loyola Marymount University
	San Diego State University

Non-NCATE Visits

March 9-12, 2003	CSU Chico
	Vanguard University
March 30-April 2, 2003	Dominican University
April 6-9, 2003	Holy Names College
April 27-30, 2003	Phillips Graduate Institute
May 11-14, 2003	UC, Riverside
	San Diego Unified School District
TBA	Loma Linda University

Following are the institutions/programs currently scheduled for continuing accreditation site visits during the 2003-2004 year.

2003-2004 Accreditation Cycle

Merged CTC/NCATE Visits

Alliant International University (formerly USIU)-Initial
Cal Poly, San Luis Obispo-Initial
California Lutheran University-Initial
California State University, Los Angeles-Continuing
University of the Pacific-Continuing

Non-NCATE Visits

Inter-American College
Mills College
Notre Dame de Namur University
Orange County Office of Education District Internship Program
Patten College
Sacramento County District Internship Program
Simpson College
UC, San Francisco
Westmont College

Staff Recommendation

That the Commission focus its accreditation activities for the remainder of 2002-2003 and all of 2003-2004 on initial program accreditation activities to implement fully the SB 2042 standards. All institutions/programs formerly scheduled for site visits in those time periods will have the visits delayed for two years, with the exception of all NCATE/CCTC merged visits, which will be held according to schedule.

